

## The Power of Assessment Webinar Series

### Module #5

## Asking Effective Questions (and other assessment fundamentals)

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION



### IN THE END, YOU WILL...

- ...have a clear(er) sense of how to **construct effective questions** that lead to accurate assessment information.
- ...be able to identify the **specific elements** of high quality assessments within each specific format.
- ...understand how to be more **thoughtful and purposeful** when creating your own assessments.

## Bloom's REVISED Taxonomy

(Lorin Anderson, et al, 2001)

1. Remembering
2. Understanding
3. Applying
4. Analyzing
5. Evaluating
6. Creating/Being Metacognitive

(Adapted from: Bloom, B.S. (Ed.) (1956). Taxonomy of educational objectives: The classification of educational goals: Handbook I, cognitive domain. New York : Toronto: Longmans, Green.)

## Other Short-form Assessments

### ④ Sentence Answers:

- ☞ Ask a complete, specific question so that students know what you're looking for in their answers.

### ④ True/False:

- ☞ Make sure your statements are clear.
- ☞ "TRUE" statements need to be 100% true.

### ④ Matching:

- ☞ Provide more "options" than "items" so that students can't use the process of elimination to determine correct responses.
- ☞ Avoid any patterns that might leave clues.

## No Guarantee...

- \* Just because you ask students to write a paragraph or essay answer doesn't guarantee that you are asking a higher-level question.
- \* Paragraph and essay questions can be as much about knowledge recall as multiple choice and other short-forms of questioning.
- \* Ex. "What are the stages of the water cycle?"
- \* Ex. "Explain the impact heavy storms can have on the stage of infiltration."

## Paragraphs & Essays

### Some Important Questions

- ❖ Is there a more effective/efficient way for you to access the learning information you seek?
- ❖ Are the students familiar with the rubric/success criteria and how it will be applied?
  - ❖ SAME RUBRIC: Are there any shifts in emphasis that students need to be familiar with?
  - ❖ DIFFERENT RUBRIC: Have you identified the differences between the "familiar" and "unfamiliar" rubrics?
- ❖ Is my question clear and thorough enough to avoid any confusion about what content to include?

## When?

### Performance Rubrics

- Large(r) demonstrations of proficiency that typically involve multiple standards.
- NOT for basic knowledge and skills where responses are typically right/wrong.
- Authentic application where there is a natural trajectory of quality that students can demonstrate.

"The genius of rubrics is that they are descriptive and not evaluative. Of course, rubrics can be used to evaluate, but the operating principle is you match the performance to the description rather than judge it."

-Susan Brookhart, p. 4  
How to Create and Use Rubrics for Formative Assessment

# Using Rubrics

- Thoroughly explain the rubric AND/OR co-construct the rubric/ success criteria with students.
- Allow students to practice using the rubric (exemplars) prior to it being applied to their work.
- Provide clear direction on meaning, language, and phrasing is required if the rubric is to be used for peer assessment activities (self-assessment).
- Make sure the rubric is directly connected to the specific standard(s) being assessed.
- Be thoughtful about using generic rubrics. (+) Clear & Consistent (-) Potentially an awkward fit for specific assignments.

"The biggest mistake teachers make when they use rubrics with performance assessment is that they focus on the task, the product, and *not the learning outcome or proficiency* the task is supposed to get students to demonstrate."

-Susan Brookhart, p. 15  
*How to Create and Use Rubrics for Formative Assessment*

## Questions/Connections...



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